

CO302.002: WRITING IN DIGITAL ENVIRONMENTS —FALL2025

3 CREDIT HOURS – FACE-TO-FACE

Contact Hours and Location: Monday, Wednesday, and Fridays 2:00pm -2:50pm in Eddy 118

Instructor: Sean Waters

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Office Hours: Monday, Wednesdays, and Fridays 1:00-1:50pm and available by appointment

Office Hours Location: Eddy 329

Course Description

In CO302: Writing in Digital environments, you will expand your skills in writing in digital environments relevant to your specific academic, professional, public, and personal contexts. We use contemporary rhetorical theory to deepen understanding of effective communication. You will create online portfolios, media-rich blog posts, and multimodal presentations using visual, aural, and alphabetic components. We explore the nuances of the rhetorical situation, audience analysis, and Rogerian argument. We practice advanced reading, note-taking, researching, writing, and revising. You will write to annotate, reflect, inquire, respond, inform, and persuade. You will write as scholars, aspiring professionals, citizens, and consumers/co-creators of culture. CO302 is a writing- and reading-intensive course, and you can expect many opportunities to read critically, engage in conversations about writing, and produce effective writing for a variety of audiences. Over the semester, you will create content for a chosen discourse community while also developing techniques for peer-review, collaboration, and revision in media-rich digital contexts.

The Colorado Commission on Higher Education has approved CO302 for inclusion in the Guaranteed Transfer (GT) Pathways program in the [GT-CO3] category. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>.

CO302 addresses the Following Competency and Content Criteria, as approved by the State of Colorado.

WRITTEN COMMUNICATION COMPETENCY—CRITERIA FOR WRITTEN COMMUNICATION:

Competency in written communication is a student's ability to write and express ideas across a variety of genres and styles. Written communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum.

STUDENT LEARNING OUTCOMES (SLOs):

Students should be able to:

1. Employ Rhetorical Knowledge

- a. Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.

2. Develop Content

- a. Create and develop ideas within the context of the situation and the assigned task(s).

3. Apply Genre and Disciplinary Conventions

- a. Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.

4. Use Sources and Evidence

- a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
- b. Follow an appropriate documentation system.

5. Control Syntax and Mechanics

- a. Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

CO3 CONTENT CRITERIA:**1. Extend Rhetorical Knowledge**

- a. Use texts from rhetoric, discourse studies, communication, or related disciplines to extend understanding of rhetorical concepts to the discipline that is the focus of the course.
- b. Develop sophisticated strategies for critical analysis of disciplinary or specialized discourse.
- c. Learn more sophisticated ways to communicate knowledge to appropriate audiences.
- d. Apply reflective strategies to the synthesis, communication, and creation of knowledge.

2. Extend Experience in Writing

- a. Hone recursive strategies for generating ideas, revising, editing, and proofreading for disciplinary or specialized discourse.
- b. Critique one's own and other's work, including the work of professional writers and/or scholars.

3. Extend Critical and Creative Thinking

- a. Reflect on the implications and consequences of context.

- b. Incorporate alternate, divergent or contradictory perspectives or ideas within one's own position.
- c. Extend and complicate the consequences of the stated conclusion.

4. Use Sources and Evidence

- a. Select, evaluate, and synthesize appropriate sources and evidence.
- b. Use discipline-appropriate criteria to evaluate sources and evidence.

5. Extend Application of Composing Conventions

- a. Select and adapt genre conventions including structure, paragraphing, tone, mechanics, syntax, and style for disciplinary or specialized discourse.
- b. Use specialized vocabulary, format, and documentation appropriately in more extensive or in-depth writing objects.

COURSE MATERIALS:

- Required Text: *Steal Like an Artist*. Austin Kleon. 978-0-7611-6925-3. (Available in the CSU Bookstore)
- Access to the CO302 class page at [Canvas](https://canvas.colostate.edu) (canvas.colostate.edu).
- A notebook for in-class writing, note-taking, and handouts.

In addition to the 150 minutes we spend together in class each week, you will be expected to spend a minimum of six hours outside of class time per week on this course. Please plan your schedule accordingly, so you can get the most from the course.

Course Assignments	Percentage
A1: Professional Digital Portfolio	10%
A2: Researched Argument PPT	10%
A3: Academic Portfolio Website	10%
A4: Final Reflection (due during finals week)	10%
Process Letters, Weekly Reading, Weekly Writing and Peer-Review Workshops	60%

Grading

Grades will be assigned at the end of the semester, according to the following grading scale:
 97-100 = **A+**; 93-96= **A**; 90-92 = **A-**; 87-89 = **B+**; 83-86 = **B**; 80-82 = **B-**; 77-79 = **C+**; 70-76 = **C**; 60-69 = **D**; 0-59 = **F**

You will need a D to pass the course, unless your major requires a grade higher than a D. Check with your major advisor early on in the semester, so that you know what your major requires of you. Excessive absences may override these assessment components. There are no C-, D+, or D- in final grades and incompletes will not be given.

Composition Program Participation and Absences Policy

Since learning to write effectively in college (and the world) depends upon regular interaction with other writers, the Composition Program expects your active participation in all class sessions, small group and individual meetings, and with online work. Missing more than two weeks total of our course will make successful completion difficult. Students who miss more than three weeks of class total are strongly encouraged to take composition during an alternate semester. In line with University policies, [university-sanctioned events](#) and religious holidays are considered excused absences; please speak with me in advance about your participation in these events. If you need religious holiday accommodations, please read the [CSU policy](#) well in advance and complete the [Religious Accommodation Request Form](#) in at least seven days in advance of your request. If you have concerns about your ability to regularly attend class due to mental or physical well-being, please contact [Student Case Management](#). I value your contributions to our class learning environment and look forward to our time together.

To meet the course objectives, you must write and submit work for all major course assignments (drafts, process work, workshops, conferences, and final drafts). I reserve the right to not grade major writing assignments if you have not been present in class during a specific unit or if you have not turned in the required course work leading up to that major assignment. If you have missed multiple classes and course work, this policy may apply to you, and you must reach out to me.

I will be using campus email to communicate with you throughout the semester, so be sure to check your CSU email frequently. I will answer brief, clarifying questions via email on Monday-Friday from 8:30 AM-5:30 PM. Please ask questions that require discussion, or a lengthy response in class or during office hours. Please allow 24 hours for an email response. While you're in this course, I encourage you to work on email etiquette, including specific subject lines, opening salutations, and professional brevity per the rhetorical situation.

Coming to Class Prepared, with Presence

Our Composition classes thrive on interaction between writers; for you to thrive in this learning environment, you will need to participate to the fullest—whether that is in small group discussion, Canvas discussion forum, or in shared Google document. Whether your class meets virtually or in person, you will have opportunities to participate synchronously and at your own pace through discussion, collaborative writing, and small group work. We are in this learning together, and your presence, reading, and note-taking matters. Being prepared with questions, critiques, and connections allows us each to encourage, support, and learn from each other. Please complete assigned reading notes for each class, post/bring rough drafts on workshop days, and come ready to listen and make surprising connections with and from each other. We need you.

Classroom Technology and Phone Policy

Please join me in making our classroom a space for focused presence, and refrain from using digital devices in any way that detracts from anyone else's ability to enjoy the quality of our in-person classroom experience. This means **please put your phones in airplane mode and stow them. If you take notes on a laptop or tablet, please sit against a wall so that no one else will be distracted by your screen.** I expect that we will not have our phones on our desks or in our laps during class and will ask you to kindly store them once class begins.

Expectations for Your Process Work and Self-Assessments

The CSU Composition Program believes learning effective writing skills and strategies requires learning about writing as a process and not as a final product. Research shows that the more people write, even 10 minutes every day, significantly benefits how people organize their thoughts, communicate their ideas, and revise their writing. Because writers grow by experiencing the writing process—just as musicians and athletes improve through everyday practice—CO302 is designed with a weekly cadence of reading, writing, reflection, and self-assessment for you to track your continual improvement. **The largest portion of your course grade is determined by process work, as reflected in your weekly self-assessments of your reading notes, discussion forums, peer-comments, and process letters.** This process also includes all your in-class small group work and participation in class discussions.

We will be using a labor-based, co-intentional grading standard in this course, which means I will be using your weekly reflections, self-assessments, and self-scoring as the basis of your grades. In other words, you will be responsible for scoring your own work, considering the quality of your weekly processes and products. I will provide feedback on your process, products and self-scoring to further empower your daily reading, writing, and thinking practices. To do well in this course, it is vital that you engage with reading and writing as interdependent processes.

Expectations for Your Weekly Reading Notes

They may be handwritten or typed. To get full credit on each reading notes entry, please date and title your notes, and show me that you've spent *at least* one hour of focused reading and note-taking that helps you **summarize key findings, provide, cite and explain key quotes** that support those key findings, **provide creative, critical rhetorical analysis** and **ask generative discussion questions for our conversations**. At least 450 words of your own writing and thinking. You may lose points if your notes are incomplete, highly selective, or do not show evidence of careful reading and thoughtful response to the entirety of the reading.

Expectations for Your Weekly Discussion Forums

To get full credit on each discussion forum: Make all four posts on time. You are submitting one original post (~450 words), two peer-comments (100 words each), and a revision of your original post. Meet all requirements outlined in the prompt. Demonstrate an understanding of rhetorical knowledge covered in class materials and readings. Original posts incorporate at least

three cited examples and references to class materials and readings. Your two Peer Reviews are generous and careful, with the goal of helping your peers improve their writing skills. You include (1) a brief point of specific praise, (2) a specific area in need of improvement, and (3) an open-ended question to promote critical thinking and revision. Your Revision Post documents the time you've spent clarifying, developing, or making your writing more concise.

Expectations for Your Weekly Process Letters

To get full credit on each weekly process letter, you'll address a personalized letter to me, your instructor, and a future version of yourself. This letter will be in your own voice, talking about your process and products for the week, providing a metacognitive reflection about how your reading and writing practices helped you make progress towards your chosen PACT goals. In your brief reflection, you consider what you did well, what you could improve, considering your reading and writing quality. Based on this reflection of your labor, you score yourself for the week.

Expectations for Workshop and Peer Review

In the spirit of valuing writing as a process, CO302 is designed to teach students how to workshop, brainstorm, and peer review together. Just as musicians and athletes cannot simply practice with only themselves, so, too, do writers need to work together to improve their writing. You will have the opportunity to develop as a writer by discussing ideas, brainstorming, helping others troubleshoot their writing, and peer review classmates' drafts. Workshopping and generous peer-reviewing helps you improve your own writing, but, more importantly, helps you sharpen your human skills of building constructive and collaborative relationships. 20% of your weekly score is determined by participation in workshops and generative peer-reviews.

Writing Resource: The Writing Center

The Writing Center is a resource that you can use at any time during your studies at CSU. When you visit the Writing Center—in person or virtually—you will work with peer consultants whose goal is to help you grow as a writer. Peer consultants can work with you at all stages of your writing process, including brainstorming, researching, working with sources, planning, drafting, and addressing the demands of writing assignments. Visit [the Writing Center](#) website to learn more and to schedule a consultation.

Late Work

Because we use labor-based and co-intentional grading, I'll ask you to consider the impacts of submitting work late and adjust your self-scoring to apply a standard **grade deduction on any submitted late work: 10% for each day late**. This includes your reading notes, discussion forum posts, peer-comments, revisions, process letters, and major assignments. If you anticipate difficulty turning in an assignment on time because of university-sanctioned events, excessive course-load in your other courses, religious observations, documented illness, or other personal reasons, please communicate with me in advance. You will find that I care about your well-being. I will accommodate your learning needs while holding you to a standard of personal excellence. If you are participating in a university-sanctioned event or religious holiday or observance, complete work in advance or arrange an extension.

Classroom Expectations

The CSU Principles of Community are **inclusion, integrity, respect, service, and social justice**; these principles undergird the University's mission, and I, as a proud Ram, believe they should guide the interactions of all students, faculty, and staff—inside and outside the classroom. To that end, please:

- **Be inclusive** by welcoming all your peers of all identities, talents, and abilities as members of the CSU community.
- **Have integrity** by being accountable for your actions and acting ethically and honestly.
- **Be respectful** of all members of the CSU community by contributing to an environment where freedom of expression, critical discourse, and the advancement of knowledge are valued.
- **Engage in service** by giving your time, talents, and resources to promote one another's well-being. Listen generously to each other and give each other unconditional positive regard.
- **Support social justice** by treating ourselves and others with respect, fairness and equity

We may also discuss sensitive and/or controversial issues. Each of us are responsible for creating an environment where we are each free to speak from our own experience. It is crucial that you participate carefully and respectfully during discussions. Courtesy and civility is expected. You may ask a question about someone's position, but you may not attack another person or group.

In other words: **please practice CSU's principles of community with me**. We are each responsible for co-creating the kinds of environments we learn best in – those that honor and welcome diverse perspectives. I will not tolerate disrespect in class or in our online discussions. We'll use CSU's [core rules of netiquette](#) for our Canvas online discussion forums.

To meet CSU's Principles of Community, we will avoid shutting other people down, harassing language or body language, bullying or mobbing, or making disparaging remarks toward

another's culture, ethnic group, race, age, disability, gender identity, religion, and/or sexual orientation. See the [Student Code of Conduct](#) for more explanation about the university's expectations for behavior.

Academic Integrity

We take academic integrity seriously. Academic integrity means that no one will use another's work as their own, including some else's ideas, someone else's words, or someone else's graphics. The course will adhere to the Academic Integrity Policy of the Colorado State University General Catalog and the Student Conduct Code. The Student Code of Conduct defines plagiarism this way:

"Plagiarism includes the copying of language, structure, images, ideas, or thoughts of another, and representing them as one's own without proper acknowledgement; the failure to cite sources properly; sources must always be appropriately referenced, whether the source is printed, electronic, or spoken."

If you plagiarize in your work, you could lose credit for the plagiarized work, fail the assignment, or fail the course. Plagiarism could result in expulsion from the university. Each instance of plagiarism, classroom cheating, and other types of academic dishonesty will be addressed according to the principles in the CSU General Catalog page explaining [Students' Responsibilities](#).

In cases of suspected academic dishonesty, all instructors at CSU are required to forward documentary evidence to the Director of Composition and the Office of Conflict Resolution and Student Conduct Services. The Office of Conflict Resolution and Student Conduct Services will ensure due process and advise instructors regarding appropriate disposition of the case. The bottom line: If at any point you're uncertain whether or not you're incorporating the ideas and language of others correctly, ask me.

Note on Ethical Use of AI

This class is specifically a space for practicing reading and writing processes that cannot be replicated by generative artificial intelligence (AI). While the ever-changing (and exciting!) new developments with AI will find their place in our workforces and personal lives, please beware of how the use of AI can diminish opportunities to learn from our experiences and from each other, to play with our creative freedoms, to problem-solve, develop our own voices, and to contribute our ideas in authentic ways. **Academic integrity plays a vital role in learning in CO 302, and submitting work as your own generated by AI is plagiarism.** All language you generate in this class must be your own. Any work written, developed, created, or inspired by generative artificial intelligence does not lend itself to our learning goals and is a breach of ethical engagement and CSU's academic integrity policy. In the words of Doug Hesse, head of the Writing Program at the University of Denver:

"Writing is an activity that's valuable -- even essential -- for intellectual, social, and

personal growth. It's a vital mode of transacting with others but also a means of creating an identity, of understanding, fashioning, and representing a self. The act of writing clarifies what you know and don't know, what you value or don't. It's a way of learning, not simply a way of communicating, though certainly that last is vital. Needing to explain something to others often clarifies things for yourself, too. Learning to write well has practical (including economic) value in the world. But it also has great personal and interpersonal value. Developing as a writer takes practice over time and, often, frustration along the way. I'm regularly still frustrated myself, and I'm a pretty fair writer.

But like running or playing guitar or cooking, writing practice can be rewarding not only for its outcome but also during the practice itself. Fortunately, a teacher or coach can help you in that practice. I commit to being your writing teacher, creating meaningful writing opportunities and providing help and guidance. I surely trust you'll commit to writing in this class."

Honor Code Statement

Academic integrity means more than just avoiding plagiarism. It also involves doing your own reading and studying. It includes regular class attendance, careful consideration of all class materials, and engagement with the class and your fellow students.

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity is so central to our mission as students, teachers, scholars, and citizens, we will ask you to write or type the CSU Honor Pledge ("I have not given, received, or used any unauthorized assistance.") at the top of each major writing assignment.

CSU's Student Sexual Harassment, Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation Policy

CSU's Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation policy designates faculty and employees of the University as "Responsible Employees." This designation is consistent with federal law and guidance and requires faculty to report information regarding students who may have experienced any form of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation. This includes information shared with faculty in person, electronic communications or in class assignments. As "Responsible Employees," faculty may refer students to campus resources (see below), together with informing the Office of Support and Safety Assessment to help ensure student safety and welfare. Information regarding sexual harassment, sexual misconduct, relationship violence, stalking and retaliation is treated with the greatest degree of confidentiality possible while also ensuring student and campus safety.

Any student who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation is encouraged to report to CSU through one or more of the following resources:

- Emergency Response 911
- Deputy Title IX Coordinator/Office of Support and Safety Assessment (970) 491-1350
- Colorado State University Police Department (non-emergency) (970) 491-6425

For counseling support and assistance, please see the [CSU Health Network](#) (970-491-7121), which includes a variety of counseling, medical, and support services. The [Sexual Assault Victim Assistance \(SAVA\) Team](#) (970-472-4200) is a 24-hour confidential student resource that does not have a reporting requirement and that can be of great help to students who have experienced sexual assault.

Learning Support and Accommodations

Students with learning challenges who believe they may need accommodations in this class are encouraged to contact the [Student Disability Center](#) (970-491-6385) as soon as possible to ensure accommodations are implemented in a timely fashion. I can only make accommodations based on the SDC accommodation letter and cannot provide accommodations in advance of the letter.

Free Printing On Campus

Free printing is available on the 3rd floor in the Eddy Computer Lab. Non-Liberal Arts Majors get 125 pages of printing credits a semester, and Liberal Arts Majors get 550 pages of printing credits a semester.

Rams Against Hunger

The goal of Rams Against Hunger at Colorado State University is to serve as emergency food relief for Colorado State University undergraduate students experiencing food insecurity. Food insecurity broadly defined is “the state of being without reliable access to sufficient quantity of affordable, nutritious food.” Resources for students include meal swipes, mobile food pantry, access to SNAP resources, pocket pantries, food recovery program, and more. See [their website](#) for information on how to apply and when the mobile food pantries are available. Call (970) 689-2175 for more information

Resources

This [link](#) will take you to a list of resources at CSU, from Student Affairs to Counseling Services, and many stops in between.

This [link](#) will help you make a report if you have any concerns about your own or someone else's mental or physical well-being.

This [link](#) will help make you an appointment at the Writing Center.

Student Agreement

The instructor reserves the right to make changes to this syllabus if it is in the best interest of the class; announcements of changes will be made in class and on Canvas before any changes are made. Your decision to remain in this class demonstrates your agreement to abide by the policies and conditions of this syllabus.